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## THE SOCIAL SCIENCES IN THE UNIVERSITY HIGH SCHOOL

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During the past year the following courses in the social sciences have been given in the University High School: (1) Community Life—a course in social-science English for Freshmen; (2) Survey of Civilization—for Sophomores; (3) Modern History—for Juniors and Seniors; (4) Business and Society—a course in elementary economics for Juniors and Seniors; (5) Ancient History—a course given primarily for Juniors and Seniors who plan to enter eastern colleges.

By co-operation with the English Department two groups of Freshmen this past year took a semester course in Community Life. Under this arrangement reading and composition projects as well as classroom instruction were under the guidance of the social-science teacher. The formal expressional side of the work, both oral and written, received especial emphasis; the number of such exercises was subject to the wishes of the English Department, members of which frequently inspected the work. The entire plan was carried out with frequent consultation and the heartiest co-operation between the two departments.

The school requires one year's work in the social sciences for graduation, not including the course in Community Life taken by Freshmen. There are no prerequisites for any of the courses, but since the work of each year is based on that of the preceding year, pupils are encouraged, if their plans for college permit, to take the entire four units. As a result, the number of pupils taking social-science courses during 1918-19 and 1919-20 has shown a marked increase over pre-

vious years. All classes meet five times a week; recitation periods are fifty minutes in length.

#### COMMUNITY LIFE

This course is a study of community life and activities. The principle on which it is based is the conception that man is above everything else a social being. All his life he dwells, works, and plays with other men who are associated with him for reasons much like his own in various kinds of groups. In short, human life is group life. Man enters the world as a member of a family group; as a child, he receives certain education in a school group; for religious solace and inspiration, he usually depends on the church group; in daily occupation, he is a member of industrial groups; to secure safety and certain services, he joins with others in different political groups. His dependence on others and the dependence of others on him, arising from these group relations, are the most fundamental and important facts in human life.

Accordingly, the course is organized as a study of the chief group relations of an ordinary person, the various groups being taken up in the order in which a person usually becomes a member of them. After an introductory survey of the relations of the individual to the community, a study is made of the family, the school, the church, the community and its problems, the working group or industry, and the political group or government. Oral and written compositions are based on material suggested by these topics. Chief emphasis is placed on functions rather than framework. The genetic arrangement, or organization, of topics gives a unity to the work difficult to secure in any other way.

The word "community" in this course is not interpreted in the narrow sense of a particular locality, but is considered in its broader and truer aspects as including all people who have common interests and are mutually dependent, no matter

where they live. Topics are taken up first as they concern our own city and then are traced in wider and wider circles until their relation to the state, the nation, and even the world is shown. Or to change the figure, the treatment is sectoral rather than segmental, the center in the case being our own city, the outer circumference being the world. The following brief outline represents a year's work; during 1918-19 it served, with modifications, as the framework for a semester course.

#### GENERAL ORGANIZATION OF COURSE IN COMMUNITY LIFE

TOPICS	PERCENTAGE OF TIME
I. Myself and Others: an Introductory Survey.....	5
1. How I depend on others	
2. How others depend on me	
3. What community life means	
4. My rights and my duties	
II. The Family.....	5
1. What the family is for	
2. What children contribute to the family	
3. The ideal home	
4. Influence of homelife on famous personages	
5. Dangers to the modern family	
III. The School.....	7
1. What education is	
2. What the school is for	
3. How the school carries out its aims	
4. Our school—its work and activities	
5. Relation of the school to the government	
6. My rights and duties in the school	
IV. The Church.....	3
1. Why churches exist	
2. Different kinds of churches	
3. What the church does	
V. The Community.....	8
1. Primitive communities and customs	
2. Geography and history of my own local community	
VI. Community Problems.....	34
1. The immigrant	

2. Housing	
3. Health	
4. Recreation	
5. Protection	
6. Communication and transportation	
7. The unfortunates	
8. Civic beauty	
VII. Industry.....	20
1. Why everyone should work: consumption and its problems	
2. The kinds of work men do: production and its problems	
3. Why and how men exchange the products of their labor: exchange and its problems	
4. How modern methods of making goods raise the question of their ownership: the problem of capital and labor	
5. What my work shall be	
VIII. Government and Politics.....	18
1. Local government: framework, support, relation to the state	
2. State government: framework, relation to the national government and the people	
3. National government: framework, support, relation to the people	
4. Political parties and political issues	
5. Present-day political problems	

A large amount of purposeful reading is done by pupils who take the course. This reading is guided and centralized by focusing it upon the topics in the outline. A textbook in preparation by the instructor serves as a unifying core for the reading and the class discussions. Collateral reading falls into three general divisions: first, material which requires study, such as Judd and Marshall's *Community Leaflets*, Tufts's *Real Business of Living*, or Du Puy's *Uncle Sam's Modern Miracles*; second, interesting biographical and historical works, such as Jacob Riis's *Making of an American*, Helen Keller's *Story of My Life*, Booker T. Washington's *Up from Slavery*, or Rose Cohen's *Out of the Shadow*; third, imaginative literature, such

as Whitter's *Snowbound*, Burns's *Cotter's Saturday Night*, Stevenson's *Kidnapped*, Kelly's *Little Citizens*. At least two-thirds of the reading of the pupils is from the last two categories. The thirty-nine pupils who took the course last year read during the seventeen weeks of the semester from 1,161 pages (the lowest) to 5,139 pages (the highest). The average number of pages read per pupil was 2,333.8. These pupils, it should be added, were rapid readers and in ability represented roughly the upper third of the freshman class.

#### SURVEY OF CIVILIZATION

In the first year's work in social science just described, attention is given throughout to present-day community life. A considerable amount of historical material is read and discussed, but always for the purpose of illuminating the particular topic under discussion. During the second year's work, especially in the earlier stages, chief stress is placed on the community relations of former times—social, industrial, and political. Constant comparisons are made with the topics treated the first year, and, as a result, both are made more intelligible.

After a brief review of primitive life, a cross-sectional study is made of the civilization of oriental countries, Egypt serving as a type. This is followed by a study of the life and civilization of Greece about the time of Pericles; Rome in the days of Augustus; Europe during the middle ages and the Renaissance; the American colonies on the eve of the Revolution; and the Age of Despotism and Revolution.

To each of these cross-sectional studies sufficient time is given to present a clear, definite picture of the civilization discussed. For example, a month is devoted to Greek life, three weeks to Roman life, four weeks to medieval life. Narrative history is relegated to the background, especially in the early part of the course. Only those movements vital in demonstrating the elements of continuity and evolution in history

are treated. The career of Alexander the Great, the conquests of Rome, the Crusades and the expansion of Europe in the sixteenth and seventeenth centuries are illustrations of such movements. In this way that which is most worth while for high-school pupils is selected rather than the multiplicity of names, dates, places, and events which are learned only to be forgotten and which too often have made the study of history dry, formal, and of slight value.

A brief outline of the course as modified in the light of the experience of the past year is given below.<sup>1</sup>

#### GENERAL ORGANIZATION OF SURVEY OF CIVILIZATION

GENERAL DIVISIONS	PERCENTAGE OF TIME
I. Primitive Life and Oriental Culture.....	7
1. Oriental lands and peoples	
2. Egyptian civilization: farming, river trade, markets, shops, religion, writing, and records	
II. Greek Life and Civilization.....	18
1. The early Greeks and the city state: Sparta—an agricultural, military, aristocratic state; Athens—an industrial, commercial, democratic state; colonial expansion	
2. Conflict between East and West: Marathon, Salamis	
3. Athenian life in the time of Pericles: commerce; arts and crafts; the agora and social life; the assembly and political life; the gymnasia and schooling; the theatre and play-going	
4. The West against the East: decline of Athens, rise of Macedon; Alexander and the Greeks; Alexander's conquests; the spread of Greek culture	
III. Roman Life and Civilization.....	18
1. Rome the conqueror: early Rome; expansion in Italy; the duel with Carthage; conquests in the East	
2. The Roman Revolution: the reformers; rivalry of Pompey and Caesar; Caesar and the Senate; Caesar's reforms	

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<sup>1</sup>This outline is a condensation of a much more elaborate one furnished the writer by Mr. Arthur F. Barnard who taught this course during the past year.

3. Imperial Rome: government; law; architecture; literature; travel; communication; industry; commerce; social conditions	
4. Decline of Rome: internal weaknesses; influence of Christianity; the barbarian invasions	
IV. Medieval Life and Civilization .....	15
1. Medieval institutions: feudalism; the manor; the medieval church and monasticism	
2. The Crusades: the Byzantine empire and its civilization; the Mohammedans and the Saracenic civilization; causes for the crusades; the first and third crusades; results	
3. Medieval commerce, industry, and culture: rise of the towns, industries, and crafts; commerce and exchange; the gilds; fairs and markets; universities; architecture; literature	
V. The Renaissance and the Reformation .....	12
1. Revival of learning: the Italian cities; humanism; literature; art; science	
2. Discovery and exploration: commerce and trade-routes; the Portuguese and the East Indies; the Spanish and the West Indies; French and English explorers	
3. The Reformation: Luther; protestantism; the counter-reformation; the Puritans in England; the migration to America	
VI. Life in the American Colonies about 1760.....	10
1. Growth of the American colonies: intercolonial wars and the victory of England; industry; commerce; religion; social classes; customs; manners; ideals; government	
VII. The Age of Despotism and Revolution.....	20
1. The old regime in Europe: social organization; religious abuses; divine right; Louis XIV of France; Frederick the Great of Prussia; George III of England	
2. The American Revolution: commercial restrictions and taxation abuses; the war for independence;	

establishment of the government of the United States

3. The French Revolution: the philosophers and scientists; influence of the American Revolution; the Estates General and the coming of the deluge; revolutionary reforms; Napoleon; Louisiana; commercial warfare; War of 1812; Congress of Vienna

In taking up the civilization of these various periods extensive use is made of such works as Davis' *Day in Old Athens*, Tucker's *Life in the Roman World*, Tappan's *When Knights Were Bold*, Earle's *Life in Colonial Days*.

In treating the narrative side of the course events are, so far as possible, grouped around famous personages. For this purpose, use is made of Plutarch's *Lives*, Webster's *Readings in Medieval and Modern History*, and similar works. Owing to their higher intrinsic value and their greater importance as a foundation for the succeeding course, narrative elements are given increased attention during the latter part of the year.

A difficulty in handling both this and the following course is the inadequacy of available texts. But by the use of Webster's *Early European History* combined with extensive library readings this proved no insurmountable barrier.

#### MODERN HISTORY

The course for the third year as given during 1918-19 was a combination of American and European history from about 1763 to 1919. In contrast to the work of the previous year emphasis was placed on the narrative side of history, events in America receiving major treatment. The economic, social, and political movements which determined to a large degree present-day conditions and problems were given chief attention. Such topics, therefore, as the Industrial Revolution, the westward movement, the progress of democracy, humanitarian reforms, the development of transportation, the labor movement, the growth of nationality, the expansion of Europe,

the rise of socialism, and the causes of the World War were emphasized. The following is a brief outline of the course.<sup>1</sup>

### GENERAL ORGANIZATION OF MODERN HISTORY, 1763-1919

GENERAL DIVISIONS	PERCENTAGE OF TIME
I. Political, Social, and Industrial Revolution, 1763-1815..27	
1. America and Europe about 1763: social, industrial, and political conditions	
2. The American Revolution and the establishment of the federal government, 1763-93: causes of the Revolution—geographic, economic, political; the Revolutionary War—the French Alliance; political uncertainty and transition; adoption of the Constitution; testing the new government—finance, domestic insurrection, party strife, foreign affairs	
3 The French Revolution, 1789-1815: causes—the abuses, the philosophers, the American Revolution; the Estates General and the Rights of Man; France against Europe; the XYZ affair; rise of Napoleon; Jeffersonianism and Louisiana; Continental Blockade, Orders in Council, Embargo; War of 1812; Congress of Vienna	
4. The Industrial Revolution, 1763-1815: the domestic system of industry; the great inventions; influence of the revolutionary wars; introduction in America; economic, social, educational, and political results	
II. Reaction, Expansion, and Political Revolution, 1815-48..20	
1. Reaction versus liberalism: Metternich and the Holy Alliance; Monroe Doctrine; revolutions of 1830 and 1848; influence on emigration to America	
2. The westward movement and the development of transportation: westward migration from Europe and in America; improvements in transportation—steamboat, canal, pike, railroad; life in the West	
3. Democratic, industrial, and intellectual expansion: development of American democracy—influence of the frontier and early labor organizations; be-	

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<sup>1</sup> Dr. R. M. Tryon gave many helpful suggestions in the selection of names for the various divisions in this outline.

ginnings of English democracy—the Great Reform Bill; industrial, humanitarian, and intellectual progress; labor movement in England and America, English and American abolitionists, reforms in treatment of the unfortunates (insane, paupers, criminals, etc.), extension of educational opportunities; inventions—reaper, telegraph, sewing-machine, cook-stove, etc.

III. Nationality, Conflict, and Democracy, 1848-71.....18

1. The slavery struggle: chattel slavery and westward expansion in America; wage slavery and capitalistic development in industrial countries—rise of socialism and anarchism
2. Triumphs in nationality: American Civil War; unification of Italy; welding of Germany
3. Development of political and intellectual democracy in England: Chartist movement; influence of American Civil War; Reform Act of 1867; Gladstone's political, educational, and social reforms; scientific discoveries (Agassiz, Darwin, Pasteur, etc.)

IV. Reconstruction, Consolidation, and World Rivalries, 1871-1919.....35

1. Reconstruction and consolidation: political—reconstructing the South and consolidating the American government, building the Third French Republic, consolidating the German Empire; economic—consolidation of capital and labor; industrial warfare; reform of currency and tariff; educational, humanitarian, religious, and scientific progress
2. Territorial and economic expansion of the Great Powers: Great Britain; France; United States; Russia; Japan; Germany
3. International rivalries and the World War: commercial and territorial rivalries; Triple Alliance versus Triple Entente; World War; the United States and the War; the peace settlement
4. Problems of World Reconstruction: economic, industrial, social, and political

The unique feature of this course is its combination of modern American and European history. In 1916 the Committee on Social Studies of the National Education Association recommended such a combination down to about 1700. We have merely carried their idea to its logical outcome.

There are three important advantages in such a method: (1) By combination, time is saved through avoiding the repetition of topics like the Monroe Doctrine, the World War, and many others which need to be discussed in both American and European history courses when these subjects are taught separately. (2) There are many pupils in high school who have but one year of history. In the University High School, for example, 80 per cent of the pupils take but one history course proper. This is supplemented by the large number who take Community Life and Modern Problems. In the Chicago high schools 97 per cent of the pupils at present take no modern European history. Combination makes it possible for this large number of pupils to secure in a single year a fair understanding of the recent history of both America and Europe, a result which cannot be obtained where the two are separated unless perchance the method of giving a semester course in each be adopted. (3) Combination in a single course gives a truer view of the development of the civilization of our own day than is possible where modern American and European history are presented apart as in the traditional courses. Such topics as the Industrial Revolution, financial panics, currency, imperialism, and commerce can be understood clearly only when viewed in their international aspects. Even such an event as the American Civil War gains new significance when studied side by side with the unification of Germany and Italy.

Every generation, in short, must rewrite its history. Though the facts in the past do not change, their value for the present does. The decade prior to the War for Independence was rightly interested in the details of the struggles of liberty-

loving Englishmen against tyrannical Stuart kings; many an argument upholding the justice of the American cause had its origin in that seventeenth-century philosophy which maintained the inherent right of subjects to overthrow despotic rulers. Likewise, the generation which lived preceding the Civil War was intensely interested in the history of negro slavery and in all that related to states-rights and national-rights, for these matters were the vital questions of that day. And so it is in our own time. The World War has brought us new needs and new problems and those phases of the past which throw light on these perplexing and difficult questions are the most valuable for our times. These problems are world-wide and they can best be understood when seen from a world viewpoint.

The truth is that the nations of the earth, including the United States, do not, and have not, lived in separate, water-tight compartments. Our civilization is of European origin, our people of European stock, millions of them of European birth, our problems at times of the very web of European life. With our entrance into the World War our isolation vanished, if indeed it ever existed. The forces which have moved the world the past century and longer—democracy, nationality, science, economics—have not been confined by state lines, but have exerted their power everywhere. By combining modern American and European history this unity in human life becomes evident and the tendency towards provincial thinking, all too characteristic of the American people, can to some extent be remedied. In this way combination will enable history to better serve present human needs.

Texts used during the course were Fite's *History of the United States* and Hazen's *Modern European History*. Extensive use of collateral reading was, of course, necessary. As a result of the experience of this year the date separating the second-year course in Survey of Civilization from the third-year Modern History course will be changed from 1763 to 1815.

In this way a full year will be available for the complicated story of the last century and a better distribution of time will thereby be provided.

#### BUSINESS AND SOCIETY

By way of introduction into this course, a study was made of human wants and their satisfaction, and a general survey was taken of economic organization using for illustration a simple community in which various methods of social control are tried—communism, socialism, private ownership and representative government, and the like.

A careful study of the medieval economic system was then made; this was followed by a discussion of the agricultural and industrial changes which came to a climax in the Industrial Revolution. The next large division of the course consisted of a description of modern economic organization, its materials and tasks. Emphasis was placed on specialization, concentration, capital, and so on, as methods of modern production. Problems of apportionment, and risks and losses of natural and human resources were also dealt with from the standpoint of the social institutions which are methods used to apportion resources or reduce risks. In the last part of the year's work chief attention was given to a study of the guidance and control of society. In this connection attention was directed to the evolution of custom, public opinion, and ethical standards. Especial emphasis was laid on our constitution and governmental agencies, their evolution and possible development. The outline of the course which follows was condensed from one furnished by Mr. L. S. Lyon who taught the subject the past year.

#### GENERAL ORGANIZATION OF BUSINESS AND SOCIETY

TOPICS	PERCENTAGE OF TIME
I. Introductory: human wants and their satisfaction; general survey of economic organization.....	5

II.	Medieval organization of agriculture, manufacture, and commerce.....	7
III.	The coming of modern business through changes in agriculture, commerce, and manufacturing.....	7
IV.	Specialized co-operative production: single business units; specialization of locality; specialization of business units.....	13
V.	Machine production: meaning; results; indirect costs; large-scale production; concentration of population..	15
VI.	Business organization and apportionment: individual enterprise; political agencies for control; banks; market news.....	28
VII.	Risks and wastes of capital; natural and human re- sources; remedies.....	9
VIII.	Guidance and control of social organization; custom; public opinion; ethical standards; government—its evolution and methods.....	16

During 1919-20 this course in Business and Society will be replaced by one entitled Modern Problems. In this subject while economic factors will receive careful attention, social and political elements will also be emphasized. Among the topics studied will be such questions as transportation, finance, labor, immigration, socialism, tariff, taxation, crime, education, conservation, recreation, arbitration, large-scale production, liberty and law, and government. Each problem will be studied from the historical point of view in order to explain its development, its difficulties, and the chief proposals which have been suggested for its solution. There will of course be a constant effort to present these problems, not in fragments unrelated to one another, but as parts of one great whole, each having its own peculiar phases, but each affected by, and affecting, the others. By such a study it is hoped and believed that the chief social problems of the modern world will in some degree be appreciated and understood and that good citizenship—the goal of all true education—will thereby be promoted.

The chief aims in the teaching of the social sciences in the University High School, it may be said in conclusion, are: first, to explain present-day life and problems; secondly, to cultivate or promote a scientific attitude towards human affairs; thirdly, to create or stimulate a vital interest in history and related subjects. In order to accomplish the first aim a constant effort has been made to select material which will best explain present-day life and problems and to arrange and present it so as to show its relation clearly to the modern world. To promote a scientific attitude towards human affairs—the second important aim in the course—human life is presented genetically, the necessity of a solid basis of facts for all sound judgment is emphasized, and an attempt is made to have pupils study both sides of a question with impartiality and tolerance and with a readiness to alter opinions whenever new evidence justifies such alteration. To create a liking for the social sciences—our third aim—we have tried to use reading matter and teaching methods likely to arouse an abiding interest in the subject.<sup>1</sup> Although much of the available material is ill-adapted to high-school boys and girls, there is a sufficient amount to make possible a fair accomplishment of this aim.

A course organized and presented so as to aid in the understanding of the present, in the creation of a scientific attitude towards social problems, and in the formation of a lasting interest in the subject, has, we think, distinct social value. It would be presumptuous to claim that the foregoing course has fulfilled these aims, but they have at least served as the constant guides in its organization and presentation.

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<sup>1</sup> For a discussion of these aims see my forthcoming article, "History for History's Sake," in *The Historical Outlook*.